**Highgate Hill House School**

**Curriculum Policy**

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1. **Curriculum aims**

The four aims of our curriculum are to support our learners to become:

* Ambitious, capable learners, ready to learn throughout their lives
* Enterprising, creative contributors, ready to play a full part in life and work
* Ethical, informed citizens of the United Kingdom and the world
* Healthy, confident individuals, ready to lead fulfilling lives as valued members of society

All our children and young people will be supported to develop as:

**Ambitious, capable learners who**:

* Learn to work independently as well as being able to work as part of a team
* Set themselves high standards and seek and enjoy challenge
* Are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
* Are able to listen well with understanding and have the confidence to ask for help and advice with they get stuck
* Enjoy reading, and storytelling
* Are questioning and enjoy solving problems
* Can communicate effectively in different forms and settings
* Can explain the ideas and concepts they are learning about
* Can use number effectively in different contexts
* Understand how to interpret data and apply mathematical concepts
* Use digital technologies creatively to communicate, find and analyse information
* Are ready to learn throughout their lives

**Enterprising, creative contributors who**

* Connect and apply their knowledge and skills to create ideas and products
* Think creatively to reframe and solve problems
* Identify and grasp opportunities
* Take measured risks
* Lead and take part in teams effectively and responsibly
* Express ideas and emotions through different media
* Give their energy and skills so that other people will benefit
* Are ready to play a full part in life and work

**Ethical, informed citizens who:**

* Begin to demonstrate the Highgate Hill House School values: respectful, honest, kind, committed, independent and creative
* Find, evaluate and use evidence in forming views
* Engage with contemporary issues based upon their knowledge and values
* Understand and exercise their human and democratic responsibilities and rights
* Understand and consider the impact of their actions when making choices and acting
* Are knowledgeable about their culture, community, society and the world, now and in the past
* Develop tolerance and respect the needs and rights of others, as a member of a diverse society
* Show their commitment to the sustainability of the planet
* Are ready to be citizens of the United Kingdom and the world

**Healthy, confident individuals who:**

* Who have secure values and are establishing their spiritual and ethical beliefs
* Are building their mental and emotional well-being by developing confidence, and empathy
* Apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
* Know how to find the information and support to keep safe and well
* Take part in physical activity
* Take measured decisions about lifestyle and manage risk
* Form positive relationships based upon trust and mutual respect
* Face and overcome challenge
* Have the skills and knowledge to manage everyday life as independently as they can
* Are ready to lead fulfilling lives as valued members of society

1. **Our mission, values and ethos**

Along with the four purposes of the curriculum outlined above our mission, values and ethos guide the process of curriculum and assessment design

## **Our mission**

To provide innovative, personalised and exciting learning opportunities that ensure our students are happy and successful in life.

## **Our values**

Respectful We are respectful of all views and personal circumstances, whatever they may be.

Honest We are open and transparent in all we do.

Kind We treat everyone with kindness and the care they need.

Committed We are focussed on meeting all our students’ needs.

Independent We think for ourselves and work towards our goals

Creative We are imaginative, passionate and playful

## **Our ethos**

We are a therapeutic school where we use a trauma informed approach and together we improve the safety, learning, mental health, physical health and wellbeing of all our children, young people and staff.

1. **Cross curricular skills**

Our curriculum will allow the development of the following skills to be developed across the curriculum.

**Creativity and innovation**

Learners should be given space to be curious and inquisitive and to generate many ideas. They should be supported to link and connect disparate experiences, knowledge and skills and see, explore and justify alternative solutions. They should be able to identify opportunities and communicate their strategies.

**Critical thinking and problem-solving**

Learners should be supported to ask meaningful questions and to evaluate information, evidence and situations. They should be able to analyse and justify possible solutions, recognising potential issues and problems. Learners should become objective in their decision-making, identifying and developing arguments.

**Personal effectiveness**

Learners should develop emotional intelligence and awareness, becoming confident and independent. They should have opportunities to participate in and lead discussions, become aware of the social, cultural, ethical and legal implications of their arguments. They should be able to evaluate their learning and mistakes, identifying areas for development. They should become responsible and reliable.

**Planning and organising**

Where developmentally appropriate, learners should be able to set goals, make decisions and monitor interim results. They should be able to reflect and adapt, as well as manage time, people and resources. They should be able to check for accuracy and be able to create different types of values.

When developing these skills, learners should:

* Develop an appreciation of sustainable development and the challenges facing humanity
* Develop awareness of emerging technological advances
* Be supported and challenged so that they are prepared to confidently meet the demands of working in uncertain situations, as changing local, national and global contexts result in new challenges and opportunities for success
* Be afforded the space to generate creative ideas and to critically evaluate alternatives in an ever-changing world, flexibility and the ability to develop more ideas will enable learners to consider a wider range of alternative solutions when things change
* Build their resilience and develop strategies which will help them manage their well-being, they should be encountering experiences where they can respond positively in the face of challenge, uncertainty or failure
* Learn to work effectively with others, valuing the different contributions they and others make, they should also being to recognise the limitations of their own work and those of others as they build an understanding of how different people play different roles within a team.

1. **Legislation and guidance**

This policy reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department of Education’s Governance Handbook.

Learners will be given opportunities across the curriculum to:

* Develop listening, reading, speaking and writing skills
* Be able to use numbers and solve problems in real-life situations
* Be confident in users of a range of technologies to help them function and communicate effectively and make sense of the world

The curriculum will:

* Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
* Promote the learning and development of all of our children and young people and ensure that they are ready for the next Key Stage
* Provide subject choices that are interest lead and related to our pupils’ real life experiences which inspire pupils to learn and achieve their goals
* Support pupils’ spiritual, moral, social and cultural development
* Support pupils’ to understand and develop healthy relationships and to know where to get help or information to ensure that they are healthy and safe
* Support pupils’ physical development and responsibility for their own health and enable them to cultivate an interest in sports, physical well-being and a healthy lifestyle
* Ensure accessibility to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
* Enable children to grow and develop an interest in literacy, numeracy ethics, mathematics, sciences, the arts, other cultures and religions as well as their own
* Promote a positive attitude towards learning and encourage them to develop independent learning skills, thus ensuring their continued ability to remain engaged in learning throughout their lives
* Teach and model the values of our society and to contemplate issues relating to government, politics, relationships and community affairs
* Provide, whenever possible, work experience opportunities for pupils in KS4
* Offer external accredited examinations
* Teach pupils in an environment free from anxiety

Each curriculum area will have its own policy which will include information regarding assessment, tasks and accredited examination procedures. All teachers are responsible for the planning and teaching of their subjects and pupils’ work will be marked and assessed regularly in line with the Feedback and Marking Policy and the Assessment Policy.

1. **Roles and responsibilities** 
   1. **The Local Advisory Board**

The Local Advisory Board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. They will also ensure that:

* A robust framework is in place for setting curriculum priorities and aspirational targets
* The school is teaching a broad and balance curriculum which includes English, maths, science, relationships education or relationships and sex education and personal, social and health education and enough teaching time is provided for pupils to cover the requirements.
* Proper provision is made for pupils with different abilities and needs including children with SEND
* The school implements the relevant statutory assessment arrangements
* It participates actively in decision-making about the breadth of the curriculum
* Pupils from Year 8 onwards are provided with independent, impartial careers guidance and that this is appropriately resourced
  1. **The Headteacher will:**

The Headteacher is responsible for ensuring that this policy is adhered to and that:

* All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
* The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
* They manage requests to withdraw children from curriculum subjects, where appropriate
* The school’s procedures for assessment meet all the legal requirements
* The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
* The governing board is advised on whole school targets in order to make informed decisions
* Proper provision is in place for pupils with different abilities and needs, including children with SEND.
* Ensure that the examinations officer has sufficient resources, knowledge and skills to ensure that the preparation for external examinations for pupils is good and thus ensuring that they have the best opportunity to achieve examination success.
  1. **The Deputy Headteacher and the Head of Key Stage 3 & 4 will:**
* Scrutinise planning
* Review class and individual timetables
* Undertake a scrutiny of pupils’ work to guarantee that the breadth of curriculum subjects and standard of learning is good
* Ensure that the tracking and monitoring of pupil progress is undertaken well and that timely reports are issued to parents and carers informing them of pupil progress
  1. **Curriculum Leaders, Teachers and Instructors**

Curriculum leaders, teachers and instructors will:

* Ensure that the school curriculum is implemented in accordance with this policy.
* Track and monitor pupil progress and give feedback to ensure that pupils always understand how well they are doing and what they need to do to make further progress.
* Set targets that are specific to each pupil in each curriculum area and review them half termly.
* Share information with parents and carers so that this extra external support from home is used to support pupil progress.

1. **Organisation and planning** 
   1. Highgate Hill House School provides a therapeutic educational framework that promotes personal development and academic success. It is acknowledged that the experiences and interests of our children and young people will impact upon the curriculum provided.

As we are a small school our teaching staff know our children and young people well and are, therefore, able to use the information gleaned from assessment to influence teaching, and also tap into interests and hobbies of our pupils to act as a catalyst to learning. The evaluation of pupil learning will inform curriculum development and enable accurate and relevant target setting for each pupil.

Many of the pupils within our school will have gaps in their prior learning due to either frequent school or placement breakdowns, trauma, cognitive delay or mental health difficulties. Pupils may well have also experienced negative attitudes to their difficulties and disturbances in previous placements. These attitudes towards pupils will often lead them to manifest behaviours such as resistance to learning, disengagement and disinterest and disruptive behaviours. Our nurturing environment, playful, accepting, creative and empathic (PACE) approach to teaching and learning will support our pupils in filling these gaps and enable them to gain the confidence that they require to make progress, develop and achieve academic success.

Whilst providing an age-appropriate curriculum, necessary adjustments need to be made to ensure that accessibility and meaningful outcomes are achieved. This requires finely tuned differentiation and, the delivery of an ‘alternative’ education programme to ensure emotional well-being as well as academic success.

Our outdoor education programme will enhance and support more formal learning that takes place within the school. This opportunity will enable pupils to achieve success in different activities, to challenge their abilities and to raise their self-esteem.

Each curriculum area will have its own policy which will include information regarding assessment and monitoring. All teachers are responsible for the planning and teaching of their subjects and pupils’ work will marked in line with the Marking and the Assessment Policy.

1. **Essential Skills**

**Linguistic:** This area is concerned with developing communication skills and increasing a child’s command of language through listening, speaking, reading, and writing. These skills are most overtly brought into focus in lessons in English. The teaching of literacy and literacy skills is not; however, confined to these subjects and the policy of the school is that teachers will encourage good linguistic and literary standards in all the children’s work.

**Mathematical**: This area helps children to make calculations, to understand and appreciate relationships and patterns in number and space, and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, exploration and discussion.

**Scientific:** This area is concerned with increasing the children’s knowledge and understanding of nature, materials and forces, and with developing the skills associated with science as a process of enquiry, i.e. observing hypotheses, conducting experiments ad recording their findings.

**Technological**: Technological skills for the children can include information and communication technology, coding, developing, planning and communicating ideas, working with equipment, materials and components to produce products.

**Physica**l: The aim in this area is to develop the physical control and co-ordination of the children, as well as their tactical skills and imaginative responses to help them evaluate and improve their performance. Children also acquire knowledge and understanding of the basic principles of fitness and health.

**Creative subjects**: This area is concerned with the process of making, composing an inventing. There are aesthetic and creative aspects to all subjects, but some make a particularly strong contribution; including design technology, art and music, as they call for personal, imaginative and often practical responses.

**PSHE:** We actively prioritise personal, social, health and economic education for each child; we understand the value of PHSE is an important part of a child’s development and it is an integral part of our curriculum, reflecting the school’s aims and ethos. Through good role models, children receive a comprehensive, age appropriate programme which informs all aspects of the school day. We provide positive experiences through planned activities so that our children:

* Understand the need for, and take part in activities to establish a healthy lifestyle
* Are aware of the needs of themselves and those around them
* Engender mutual respect and tolerance of those with different faiths and beliefs
* Understand that certain characteristics are protected by law
* Understand have regard for the fundamental British Values of Democracy, the rule of law and individual liberty
* Have economic education to prepare them for the next stage in their life
* Have age appropriate sex and relationship education

**Relationships and sex education:** This area is concerned with respectful relationships including online relationships. Children learn about how to stay safe online and information on how to make friends and work through problems. We provide information on bullying, stereotyping and the importance of respect for self and others. Content is tailored to meet the specific needs of pupils at different developmental stages and within their ability to use and understand it. Our teaching is sensitive, delivered with reference to the law and considerate of parents’ wishes.

**Careers advice and guidance:** This area is covered through a contract with Careers South West. Our advisor works with whole classes from Year 8 and pupils and their parents individually. As well as exploring the world of work, she contributes to EHCP reviews and action planning for Post 16 options.

**Independence for Adulthood**: Each child regardless of age or ability will have a termly target working towards independence

1. **Inclusion**

The Equality Act 2010 protects everyone from victimisation, harassment or discrimination on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

* More able pupils
* Pupils with prior low attainment
* Pupils from disadvantaged backgrounds
* Pupils with SEND
* Pupils with English as an additional language
* Teachers will plan lessons so that there are no barriers to every pupil achieving

1. **Monitoring arrangements**

The Local Advisory Board monitor coverage of curriculum subjects and compliance with statutory requirements through:

* Termly Curriculum, Quality and Standards committees and;
* Weekly Headteacher reports and meetings

This policy will be reviewed by the Headteacher and the Local Advisory Board annually.